



## Equity Mini-Challenge from the Wisconsin Instructional Coaching Collaborative

Instructional coaching to promote equitable practices in  
literacy and mathematics

Visit <https://dpi.wi.gov/literacy-mathematics/instructionalcoach/coaching-for-equity>  
to learn more about equity mini-challenges.

### EXPLORE YOUR IMPLICIT (OR UNCONSCIOUS) BIAS

#### Goals:

- Deepen your understanding of implicit (or unconscious) bias
- Explore areas where you may have implicit bias
- Consider how implicit bias impacts your work as an educator

#### Materials:

- Video: [Know Your Bias](#) (Rachel Sumner)
- [Project Implicit: Implicit Association Tests](#)

#### Introduction:

Implicit bias “refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner” ([Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University](#)). Implicit bias (also referred to as unconscious bias or implicit association) can impact our actions and words. This mini-challenge asks you to consider what your implicit biases may be, realize how they impact your actions, and plan to push against these biases.

*Connection to Wisconsin’s Model for Culturally Responsive Practices:*

[https://www.wisconsinrticenter.org/assets/files/resources/1506445843\\_Model%20to%20Inform%20Culturally%20Responsive%20Practices.pdf](https://www.wisconsinrticenter.org/assets/files/resources/1506445843_Model%20to%20Inform%20Culturally%20Responsive%20Practices.pdf)

Wisconsin’s Model to Inform Culturally Responsive Practices suggests that culturally responsive practice occurs through a combination of will, fill, and skill. This mini-challenge focuses on:

- Will - becoming self-aware
- Fill - understanding unique identities and world views
- Skill - accepting institutional responsibility

**Directions:**

1. Especially if engaging in this mini-challenge in a group, review the [Four Agreements](#). Consider how these - and other agreements - can apply to this conversation.
2. View [Rachel Sumner's video](#).
3. Consider the following questions (in individual reflection or group discussion)
  - What does the speaker mean when she says, "Don't be neutral"?
  - What did you experience an ouch/oops moment when Sumner introduced herself at the conclusion of the video? Why? How does this relate to implicit bias?
  - How is implicit bias visible in your life? In your work as an educator?

4. [Visit Project Implicit](#). Complete one or more implicit association tests. What did you learn about yourself?

*Note - If completing this mini-challenge in a group, the implicit association tests may be something to do independently with no group discussion. Based on the comfort level of the group, individuals may not wish to discuss results collaboratively.*

5. Consider the following (in individual reflection or group discussion):
  - What are the implications for my work as an educator? What will I continue? What might I change?
  - What are the implications for the system I work within? What should continue? What might change?

**Additional Learning:**

- View [Scott Horton's "Unconscious Bias Activity"](#) video. Consider who you trust most (outside of your family) and notice patterns about their race, gender, level of education, religion, etc.. What biases might this indicate? How would a more diverse circle of trust change your perspectives?

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